

Rutgers University — Department of Human Ecology

International Environmental Policy  
Fall 2013 - 11:374:315:01  
Wed, 9:15 am to 12:15 pm, CDL 109

**Instructor:**

**Dr. Pamela McElwee**

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**Office Hours:** Wed 1:00-2:00 and other times by email appointment

**Course Description**

This course examines the processes at play in the management, use, and protection of the global environment, involving different stakeholders from local to international levels, and through policy and governance in multiple forms. Relevant laws, policy tools, and institutions are examined, with a focus on such issues as biodiversity conservation and climate change, among others. Emphasis of the course will be on understanding the social, political and economic factors that have contributed to global environmental change and the degree to which communities, nations and transnational institutions have the ability to manage these global problems.

**Course Objectives**

At the end of the course, students will have met several goals:

Goal 1: Understand theoretical approaches to the study of international environmental problems and the history of global policy in this field

Goal 2: Apply key class concepts to real-world policy development

Goal 3: Develop analytical skills to assess the tradeoffs involved in environmental policy-making at all levels.

To meet these goals, the course focuses on three primary activities:

(1) core readings, lectures and discussion on aspects of environmental policy

(2) periodic written assignments on substantive issues

(3) real world examples through films that highlight the issues involved in environmental policy-making

Assessments methods for the above goals will include:

Goal 1: Midterm quiz and final exam

Goal 2: Analytical review of one of the films shown in class demonstrating a real-world policy problem

Goal 3: Reading summary of key texts in course

**Required Textbooks**

There are two required texts for the course, available at the Rutgers bookstore and other online bookstores. Please ensure you purchase the correct edition of the text if you buy used copies. The texts are:

Clapp, J and Dauvergne, P. 2011. *Paths to a Green World: The Political Economy of the Global Environment*. 2<sup>nd</sup> Edition. ISBN: 0262515822

Linton, A. 2012. Fair Trade from the Ground Up. Seattle: University of Washington Press. ISBN: 0295991720

Other required readings will be posted online at our Sakai site.

### Requirements & Grading

This course will serve as a vehicle to emphasize reading skills, discussion skills, and writing skills of the student. There will be a fairly intense amount of reading spread throughout the semester. Please budget your time for homework that you can devote the necessary time to staying up to date with the readings. Students are expected to do all of the required readings for the assigned dates and to be prepared to discuss them in class. I reserve the right to call on any student in class; please be prepared! Pop quizzes may be given at any time throughout the semester, particularly if I feel discussion is suffering from a lack of preparation. Written work and their points are listed in the table below. Dates and details of assignments will be finalized throughout the course. Please discuss with me if any assignment or due date is unclear.

There are 100 points that are possible to achieve in the work in this class. I will grade according to the following university scale. Cutoffs are firm, especially given the use of pluses and minuses

A	90-100
B+	89-88
B	80-87
C+	79-78
C	70-77
D	60-69
F	59 and under

The points you will be graded on in the class include the following assignments:

Assignment	Points (100 total)	Due Date
Reading Summary	20	Depends on date chosen by student
Film Review	20	Depends on date chosen by student - due one week after film is shown
Midterm quiz	10	October 23
Final Exam	30	Completed by Dec 17
Attendance/Participation/Discussion (may include pop quizzes and in-class assignments)	20	All semester

### Written Assignments:

Written assignments are to be turned in on Sakai in the designated slot. This means assignments are NOT to be emailed to the instructor, or given to me in class, or dropped off at my mailbox, etc. Any assignment not turned in to Sakai begin to be considered late immediately following the time in which it was due. **Late assignments will be penalized 5 points per 24 hours late;** there are no exceptions.

Written assignments must meet the following requirements. Points will be deducted if these are not followed.

1. The paper must be typed in 12 point font and be single spaced. Cover sheets are not necessary, but please make sure you put a title and your name on the document at the top.

2. The paper must be in standard APA bibliographic format if/when you use references; see

<http://owl.english.purdue.edu/owl/resource/560/06/>

3. The paper must be in Microsoft Word document form (.doc).
4. The file name of the document you upload must be in the form of: YourlastnameFilmReview.doc and YourlastnameReadingSummary.doc.
5. Papers should be proofed carefully, and please pay attention to readability and writing style, as well as to content.

***-- Reading Summaries:***

You will be asked to choose 1 date for which you will write a minimum 3-page and maximum 5-page single-spaced review of the assigned readings for that day. You will summarize the full reading assignment (ALL readings assigned for that day), highlight the key points, and analyze the message of the readings for their relationship to class themes. Dates will be assigned the first week of class and you will be held to your chosen date. Your summary is due 24 hours before (i.e. 9:15am on Tuesdays) the class in which we will discuss your chosen readings. You will be expected to be in class on your chosen day as well to help lead discussion of the readings.

***-- Film Review:***

We will show at least three films in class. You will choose one film to review in a written paper, summarizing the main points and key concepts learned. It should be around maximum 5 pages single spaced and due in Sakai no later than one week after the class session in which the film you chose was shown (e.g. by 9:15 am on the class that falls one week after the film). The paper should, at a minimum, discuss the key points the film made and the issues that emerged, provide a meaningful commentary on issues raised by the film, and provide an analysis of the context and content of the film's messages, particularly with regard to the themes of the class and textbook readings assigned to accompany the film, such as the link between theories of environmental policy as discussed in readings and "real-world practice" that emerged in the films.

***-- Exams:***

This class will have a midterm quiz and a final cumulative exam. Details on format and date will be announced in class.

**Sakai Information**

This course will have a Sakai site. The site will contain the syllabus, and I will post on the website announcements, some class notes and PowerPoint presentations, and handouts/readings. The website is only a supplemental aid, and not a replacement for attending class.

**Attendance and Make-ups**

Because this is a seminar-type class, attendance and participation is an important part of making the class work. Excessive absences will detract from your participation grade. You will need to actively participate in class sessions in order to earn the full points for participation. Additionally, if you cannot attend a class it is YOUR responsibility to obtain notes, syllabi changes, assignments etc. from another student. If you know you will have to miss class in advance because of something beyond your control (NOT, for example, a routine appointment), let me know (with relevant documentation) in time to arrange when you should hand in any work. Make-up after the fact is available only for a documented emergency. Students who will miss class due to an athletic competition or other official university events are required to follow official university policies if they wish to make up an assignment. You must notify me immediately, and at that time we can make arrangements for turning in missed work. Those who fail to do so will not be accommodated.

### **Withdrawals and Incompletes**

Please see me if you feel you will need to withdraw from the class. You will need to follow university rules on dates for withdrawal. I will not give incompletes for this course, except for extreme emergency situations such as family problems or illnesses that you or an immediate family member suffer that would make it impossible for you to come to class. Documentation is required.

### **Academic Dishonesty**

Academic dishonesty is not tolerated in any shape or form. If you are unclear on what constitutes dishonesty, please see [http://studentconduct.rutgers.edu/files/documents/AI\\_Policy\\_9\\_01\\_2011.pdf](http://studentconduct.rutgers.edu/files/documents/AI_Policy_9_01_2011.pdf). Dishonesty includes any form of plagiarism, cheating on tests, and other things. **I have a zero tolerance policy on academic dishonesty: An initial incident will result in the student receiving no credit for the assignment. A second incident will result in a failure in the class, and a grade of XF is an option for cases in which I feel there has been serious misconduct. *It is your responsibility to be aware of what plagiarism is, and not to do it in any shape or form.*** There may be additional university consequences, including expulsion.

### **Disability Services Statement:**

If you are entitled to a disability accommodation, I encourage you to request it. Rutgers, the State University of New Jersey abides by Americans with Disabilities Act of 1990, the Americans with Disabilities Act Amendments of 2008, Section 504 of the Rehabilitation Act of 1973, Section 508 of the Rehabilitation Act of 1998, and the New Jersey Law Against Discrimination. If you have a disability and may require some type of instructional and/or examination accommodation, please contact me early in the semester so that I can provide or facilitate in providing accommodations you may need. If you have not already done so, you will need to register with the Office of Disability Services, the designated office on campus to provide services and administer exams with accommodations for students with disabilities. The Office of Disability Services is located in the Kreeger Learning Center, 151 College Ave, Suite 123, New Brunswick phone number 732-932-2848.

**Other Policies:** *Please note the following.*

1. There is no extra credit work.
2. The classroom is a place of mutual respect. Everyone is expected to treat each other and his/her questions and comments with civility. Cell phones must be off or on silent. Please, no text messaging, surfing websites, reading outside material, and the like during class. If you are using a computer during class I reserve the right to ensure you are using it for class purposes.
3. Announcements and instructions throughout the course (in class and on Sakai) will amplify, supplement, and possibly change the syllabus. The student is responsible for keeping up-to-date on these announcements and for understanding any changes.
4. Email is a medium that should be used carefully. I do not answer emails immediately and especially not on nights and weekends, so be aware that emailing me the night before your assignment is due is not acceptable. Please plan ahead and try to make use of my office hours, not email, for more complicated or in-depth discussions.
5. If you have any disability or need any special consideration in the classroom or with assignments, please see me so that we can make appropriate arrangements.

### **Outline and Schedule of Class Periods and Readings**

--This schedule is subject to change: pay attention to Sakai announcements--

\* Indicates readings that will be posted on-line on Sakai. The rest are from the required books.

### **WEEK ONE: Introductions & major global environmental challenges**

*Sept 4*

\* Vitousek, PM., et al. 1997. Human domination of earth's ecosystems. *Science* 277 (5325): pp 494-9

### **WEEK TWO: Theories of global environmental change**

*Sept 11*

Clapp and Dauvergne, Ch 1

Clapp and Dauvergne, Ch 2

### **WEEK THREE: Why are global problems so hard to solve?**

*Sept 18*

\*Pauly, D et al. (2002). Towards sustainability in world fisheries. *Nature* 418(8 Aug): 689-695.

\*Jaquet, J and Pauly, D (2007). The rise of seafood awareness campaigns in an era of collapsing fisheries. *Marine Policy* 31: 308-313.

In-class film: *The End of the Line*

### **WEEK FOUR: Emerging global governance actors**

*Sept 25*

Clapp and Dauvergne, Ch 3

\* Agrawal, A and M. Carmen-Lemos. 2007. A greener revolution in the making? Environmental governance in the 21st Century. *Environment* 49: pp. 37-45.

### **WEEK FIVE: Economics and trade**

*Oct 2*

Clapp and Dauvergne, Ch 4

Clapp and Dauvergne, Ch 5

### **WEEK SIX Neoliberalism**

*Oct 9*

\*Greenberg, J. B., Weaver, T., Browning-Aiken, A., & Alexander, W. L. (2012). Theorizing neoliberalism. In *Neoliberalism and Commodity Production in Mexico* (pp. 33–50). University Press of Colorado.

\*Liverman, D. M., & Vilas, S. (2006). Neoliberalism and the environment in Latin America. *Annual Review of Environment and Resources*, 31(1), 327–363.

### **WEEK SEVEN: Trade and Financing**

*Oct 16*

Clapp and Dauvergne, Ch 6

Clapp and Dauvergne, Ch 7

### **WEEK EIGHT: Fair trade**

*Oct 23*

Linton, Intro, & Ch 1-3

### **WEEK NINE: Fair trade continued**

Oct 30

Linton Ch 4-7

In class film: Black Gold

**WEEK TEN: Global environmental agreements and the future of global governance**

Nov 6

\*Mitchell, R. (2003) International environmental agreements: A survey of their features, formation, and effects. *Annual Review of Environment and Resources* 28: pp. 429–61

\*Haas, P. M. (2004). Addressing the global governance deficit. *Global Environmental Politics*, 4(4), 1–15.

**WEEK ELEVEN: Global climate change policy**

Nov 13

\*Gupta, J. (2010). A history of international climate change policy. *WIREs Climate Change* 1:636-653.

\*Hare, 2010. The architecture of the global climate regime: A topdown perspective. *Climate Policy* 10: 600–614

\* Rayner, S. (2010). How to eat an elephant: A bottom-up approach to climate policy. *Climate Policy* 10: 615–621

**WEEK TWELVE: Global climate change policy continued**

Nov 20

\*Helm, D. (2007). Climate change policy: Why has so little been achieved? In *The Economics and Politics of Climate Change*. Oxford: Oxford University Press, pp 9-35.

\*Gemenne, F. (2011). Climate-induced population displacements in a 4°C+ world. *Phil. Trans. R. Soc. A* 369: pp 182–195

In-class film: Climate Refugees

**WEEK THIRTEEN: No class, Thanksgiving Break**

Nov 27

**WEEK FOURTEEN: Biodiversity Policy**

Dec 4

\*Elliot, L. (2004). The global politics of conservation: Species, Resources and Habitat. In *The Global Politics of the Environment*, pp. 29-59.

\*Adams, W (2007). Ch 10 – The Politics of Preservation. In *Green Development: Environment and Sustainability in a Developing World*. London: Routledge, pp. 275-298.

**WEEK FIFTEEN: Conclusions**

Dec 11

Clapp and Dauvergne, Ch 8